DOCUMENT RESUME

ED 434 319 CS 013 711

AUTHOR	Paynter, Susan Y., Comp.
TITLE	Leadership for Literacy: A Guidebook for School-Based Planning. Revised Edition.
INSTITUTION	Ohio State Univ., Columbus. Reading Recovery Program.
PUB DATE	1996-00-00
NOTE	17p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Decision Making; *Early Intervention; Instructional Effectiveness; *Literacy; *Planning; Primary Education; Program Implementation; *Reading Instruction; *School Involvement
IDENTIFIERS	*Reading Recovery Projects; School Team Approach

ABSTRACT

This guide argues for the implementation of Reading Recovery in schools because it: serves high-risk children and diminishes their numbers; is curriculum independent and provides equally for diverse populations; delivers a high level of teacher training without removing teachers from their work; provides built-in coaching and evaluation within the host district; ties program evaluation, teacher evaluation, and training evaluation directly to student performance; involves cooperation among the university, state, and school levels of education; and enables teachers to be accountable observers of children and consistent designers of curriculum. The guide provides information and ideas for designing projects and plans to impact literacy, and was developed to strengthen the decision-making process for schools and districts. It provides a basic research base for making decisions in eight common areas of schoolwide planning. In outlining these eight common areas, the guide summarizes the criteria used by schools achieving high literacy levels and includes graphics which have been successfully used by other schoolwide planning teams. Final pages of the guide include sample schoolwide plans and several models of Reading Recovery implementation. (NKA)

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ED 434 319

Revised Edition

A GUIDEBOOK FOR SCHOOL-BASED PLANNING

A Project of
Reading Recovery® Council of North America
Implementation Committee

Compiled by Susan Y. Paynter

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TABLE OF CONTENTS

Research Base for Schoolwide Planning 1

Some Excerpts from Title I Law 2

Eight Components of Schoolwide Planning

I. **Comprehensive Needs Assessment** 3
Schoolwide programs must include a "comprehensive needs assessment" of the entire school, based on all the children's progress in meeting the state's challenging content and performance standards.

II. **Schoolwide Reform Strategies** 4
Strategies for schoolwide reform must be included in the program, which should help to advance the reform movement nationwide.

III. **Provision for Highly Qualified Staff** 5
All schoolwide programs must provide for instruction by a highly qualified professional staff.

IV. **Provisions for Professional Development** 6
The schoolwide program must provide for professional development for teachers and aides, and, where appropriate, for pupil services personnel, parents, principals, and other staff. Professional development is emphasized throughout Title I as a necessary ingredient to assist children in reaching the states' challenging student performance standards. This investment is essential to successful schoolwide programs.

V. **Strategies for Increasing Parental Involvement** 7
Schoolwide programs must be focused on encouraging parents to become involved in their children's education, such as through the use of family literacy services. Enhancing parental involvement is a primary goal of the reauthorized Title I, and the statute allocates specific funds for this purpose.

VI. **Plans to Facilitate the Transition from Preschool to Elementary School.** 8
Preschools and elementary schools often fail to build bridges for children as they move from their earliest instructional experiences. Too often, academic gains made at this preliminary level are not sustained when children enter school. In response to this lack of connection, schoolwide programs must include transitional plans that assist preschool children in making the passage from early childhood programs.

VII. **Measures for Including Greater Teacher Input for Assessment.** 9
The schoolwide program must provide for input from teachers in decisions regarding the use of any additional high quality assessments developed at the local level. The teacher provides essential information on the performance of individual students and will assist in improving students' performance, as well as that of the overall instructional program.

VIII. **Strategies for Assisting Struggling Students** 11
Schoolwide programs must assist students who have difficulty mastering the state's challenging content and performance standards. Schools must provide these students with "effective, timely additional assistance." This additional assistance must include measures that ensure students' difficulties are identified on a timely basis and that provide sufficient information on which to base effective assistance.

Funding Reading Recovery® in Schoolwide Planning 12

READING RECOVERY® COUNCIL OF NORTH AMERICA

Leadership for Literacy:
A Guidebook for School-Based Planning

is published by the Reading Recovery® Council of North America.

President 1995 - 1996: Dr. Gay Su Pinnell, The Ohio State University
Executive Director: Jean Bussell

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Research Base for Schoolwide Planning

Schoolwide Projects: Results Through Differentiated Service

The current reauthorization of Title I (Chapter 1) and the experience of many districts with school reform efforts have brought into new focus the structure and delivery of schoolwide programs to promote reading and writing achievement. Any ambitious efforts to prevent early failure require a collection of well applied strategies to build a stable, successful pattern of student achievement.

How Can This Guide Support You?

School planning teams consider many ideas regarding program planning and expenditure of limited funds. This guide provides information and ideas for designing projects and plans to impact literacy. It provides a basic research base for making decisions in eight common areas of schoolwide planning; *these areas are listed as numbered headlines throughout the booklet.* A summary of the criteria used by schools achieving high literacy levels are included as introductory paragraphs on each of these pages. Also included are some forms or graphics which have been used successfully by other schoolwide planning teams. These are presented in small format and are suitable for enlargement. The final pages include sample schoolwide plans and several models of Reading Recovery implementation. Examples are based on the composite of several similar projects. The samples, examples and explanations are given to support local design and control of schoolwide planning. This guide is developed to strengthen the decision making process for schools and districts.

Special Role for Central Office Support

Linda Wintield, investigating Chapter I schoolwide projects in urban districts (No Quick Fix), reviewed the process and outcomes of 162 schools involved in schoolwide projects. In her conclusion she emphasized the need for support from the central office or district for schools implementing schoolwide projects. Dr. Winfield recommends that the central office

- become more connected to the instructional process.
- provide coordination of services to schools in the process of becoming schoolwide planners.
- invest heavily in human resources and professional development, especially in the areas of learning theory, collaborative teaching models, high quality interventions and teacher recruitment.

William Wayson and Jackie Cox-New, working with a foundation-school collaborative to improve education, state that the policy-maker's role is to model symbolic leadership by creating a climate which is friendly to innovation. "Eyes inside and outside an organization watch for signs or symbols of what is important, what is valued, what is expected. Every memo, conversation, appointment, award, and assessment conveys a message; and these messages are more powerful than any policy statement! They amount to the symbolic leadership which communicates conviction, authority, vision and longevity which lead to success. (Walking Fine Lines p.117)

What's Needed In My School To Support High Literacy Achievement?

Different Services for Different Needs

Educators seeking productive ways of meeting the needs of all students quickly conclude that there is no "one size fits all" when it comes to raising levels of achievement for students. Intervention programs, like Reading Recovery, provide an important component of services to a school.

Long term development of literacy, language, and communication processes will occur through a strong core curriculum, classroom literacy emphasis and focused school experiences. Building this strong literacy foundation for every child requires diverse strategies in a cluster of literacy services, each contributing to building independence.

Several questions emerge as a staff begins to plan for schoolwide possibilities. How can a schoolwide plan boost achievement? How does a program like Reading Recovery fit into a schoolwide plan? What has to happen in classrooms, with parents, and with assessment to reach desired levels of student achievement?

In a comprehensive Australian study, Kenneth Rowe examined the reading achievement of 5000 students and their teachers, drawn from 70 government and 30 non-government elementary schools and secondary schools. The study was designed to provide information over a 4 year period (1988-91) about factors affecting students' literacy development (with a particular focus on reading achievement).

Findings from the multilevel analyses were used to identify those schools in which students consistently attained high levels of reading achievement over the three-year duration of the data collections (1988-1990). The intensive qualitative investigations in the participating schools during the fourth year of the study (1991) were designed to identify and describe the characteristics of schools and classroom programs which were most effective in promoting students' achievement in literacy. The visits included discussions with principals, coordinators, librarians, and teachers; examination of curriculum and school management documents; and observations in classrooms. **Researchers identified nine essential qualities that support schoolwide literacy achievement:**

1. Established procedures for the early detection (K-1) and intervention of non-readers.
2. Professional development that promotes enthusiastic teaching.
3. Well-developed theories of language learning exhibited by the staff.
4. High expectations of student achievement and teachers who are highly regarded by the principal.
5. Whole school focus on teaching and learning.
6. Close links between the school and community.
7. Orderly environments, stability in the school.
8. Effective use of consultants and partnerships.
9. The importance of reading expressed in organization, staffing and expenditures.

Comments from the Rowe research in these areas are included on pages 3 through 11 in the 8 components of schoolwide projects.

Some Excerpts from Title I Law

Title I reauthorization reflects important changes in schoolwide projects and federal policy: early intervention is supported in Local Education Agency assurances; schoolwide projects are designed to support "comprehensive instructional reform strategies"; and Title I assessments are designed to support "adequate yearly progress" from beginning grades to state assessments in grades 3 -5.

TITLE I: ASSURANCES

Each plan shall provide assurances that the local education agency will:

- Inform eligible schools and parents of schoolwide project authority.
- Provide technical assistance and support to schoolwide planning.
- Work in consultation with Schoolwide Program and Targeted Assistance Program schools to make adequate yearly progress towards the performance standards.
- Fulfill school improvement responsibilities.
- Coordinate and collaborate with other agencies . . .including health and social services.
- Provide services to eligible private school students.
- Take into account the experience of model programs and the findings of relevant research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- Beginning in 1997, early childhood preschool programs funded by Title I will comply with the performance standards of Head Start.

TITLE I: SCHOOLWIDE PROGRAMS

Section 1114 - Beginning in 1996 schools are eligible at 50% low income students

- Strong statement by the administration: the purpose of schoolwide projects is not to serve more students in the traditional model of compensatory education or in pull-out classes, but to provide comprehensive instructional reform that will enable students to meet challenging state standards.
- All children in the school are considered Title I eligible with no more waiting to "test into the program."
- Students who are experiencing trouble mastering the state standards must be provided with "effective, timely additional assistance" including a parent-teacher conference.
- Special rule allows schoolwide programs to use other federal discretionary or formula grant program funds to support schoolwide programs.
- State established "school support teams" provide assistance to schools in development of schoolwide programs.

TITLE I: ASSESSMENTS

- High quality state assessments, including at least math and reading or language arts, are the primary means of determining yearly performance of each local education agency and school.
- The law requires that state assessments must be administered at some time during grades 3-5, 6-9 and 9-12; "high quality" local assessment can be used for program needs, but not be used for accountability purposes.
- The law calls for ADEQUATE YEARLY PROGRESS towards state standards for Title I children. Administration interpretation is that this calls for a greater rate of progress for Title I children.
- The administration of early literacy measures (like the ***Observation Survey***) which provide a profile for baseline data on literacy behaviors can be used to document the yearly progress of Title I children.
- Disaggregating data is called for. The use of class average performance for comparison to disaggregated populations provides an indicator of Title I student progress towards average performance levels.
- The results of state assessments for accountability and local assessments plus any other indicators of progress have to be publicized and disseminated in the form of a "school performance profile" for every Title I school.

Steps in Planning Process

Step 1: Orientation
Step 2: Establish the team
Step 3: Conduct needs assessment
- Task 1: Gather information
- Task 2: Analyze data
- Task 3: Synthesize/organize data
- Task 4: Prioritize identified needs

Step 4: Select reform strategies
Step 5: Review/agree upon plan design
Step 6: Draft schoolwide plan
Step 7: Review, revise, and submit

I. Comprehensive Needs Assessment

A comprehensive needs assessment is a systematic effort to acquire an accurate, thorough picture of strengths and weaknesses of a school community, thus identifying the needs of the students in the school.

(1) A need is the gap between what is and what should be.

(2) A needs assessment is defined as the formal identification of the gaps, the placement of the gaps in priority order, and the selection of the gaps in highest priority for action and resolution.

Complete this grid to get a snapshot picture of program needs.

	Core Curriculum Elements that support literacy	**Safety Nets** Programs that support literacy	**Parent Programs** Parent programs that support literacy	**School & Community** Events for literacy	**Professional Training** Literacy strategies for teachers	**Transition & Monitoring** At risk students
Existing Programs						
Current Strengths						
Needs or Questions						
New Ideas & Research						

HOW ARE PERSONNEL USED TO PROMOTE STUDENT SUCCESS?

Evaluating the use of personnel is an important step for schoolwide planning. Use this grid to identify what services each staff member is contributing.

	Certified Classroom Teachers (local funds)	**Certified Special Service Teachers (Title 1 etc.)**	**Certified Special Education (Sp. Ed. funds)**	**Certified personnel (other funds)**	**Non Certified, (paid w/ local funds)**	**Non Certified, (paid w/ federal funds)**	**Non Certified, (paid w/ state special funds)**	**Non Certified, (paid w/ special education funds)**	**Non Certified, (other funds)**	**Support personnel**
PK										
K										
1ST										
2ND										
3RD										
4TH										
5TH										
6TH										

METHODS USED TO COLLECT INFORMATION FOR THE NEEDS ASSESSMENT

Achievement Test Scores	Norm-referenced test scores • Criterion-referenced test scores • Diagnostic test scores • Competency test scores • Locally developed test scores
Other Student Performance Indicators	Student learning objectives mastery • Progress through levels of instruction • Materials • Grades by subject • Grade-point averages
Teacher Judgments	Specific skill performances • Specific skill deficiencies • Relative position in a class • Attitude and motivation • Instructional content
Parental Input	Parent request • Special deficiencies noted by parents • Adjustment problems and attitude toward learning • Physical handicap or health problems
Student Status Indicators	History of failing classes • Continuing on a special program • Formerly on a special program • Retention in a grade • Attendance Dropout data • Guidance and counseling information

RESEARCH BASE
Whole school focus on teaching and learning

II. Schoolwide Reform Strategies

Title I schoolwide planning is based on five reform strategies. Each school must choose which reform strategies are compatible with district and state goals. The following table lists the five reform strategies and the ways in which Reading Recovery advances and embodies these reform elements.

Research indicates that students who showed sustained progress in reading achievement were in schools that have a teaching and learning focused leadership from the principal and other school leaders. A consistent approach by all teachers in broad curriculum areas is encouraged and there is whole staff involvement in curriculum planning and the use of strategies that emphasize the importance of reading. A wide range of reading materials is evident everywhere, especially in classrooms. The materials are readily accessible to students and are obviously used. Emphasis is placed on the importance of reading at upper as well as lower grade levels, and in all curriculum areas, librarians participate actively in promoting reading in cooperation with classroom teacher. (Rowe)

Schoolwide Reform Strategies	Reading Recovery
I. All children must be provided with the opportunity to perform at the advanced or proficient level of performance.	I. Against the background of a good classroom program, Reading Recovery offers an intensive daily intervention for children with reading and writing difficulties. Individually designed lessons have been shown to bring Reading Recovery children's progress back into an average band of classroom achievement within 12-20 weeks. RR is one of the few programs based on the notion of acceleration rather than merely improving. The goal is to enable children to reach average levels of literacy performance, allowing them to work successfully with their peers.
II. The reform strategies must be based on effective ways of improving children's levels of achievement.	II. Reading Recovery has been shown to be effective in dramatically reducing the number of children with reading difficulties in New Zealand, the United States, Canada, Australia, and England. In the U. S., Reading Recovery has 10+ years of nationally monitored data. More than 150,000 children have been monitored through the National Data Evaluation Center. Results consistently indicate that 75-85% of these RR children achieve average or above levels of literacy performance.
III. Reform strategies must use effective instructional strategies and may include (1) vocational and academic learning, (2) increases in the quantity and quality of time spent on learning an enriched and accelerated curriculum (including after school, extended day, or summer programs), (3) strategies for meeting the educational needs of historically underserved populations, specifically girls and women.	III. Reading Recovery provides an intensive 30 minutes of daily, 1-on-1 instruction. The program is based on systematic observation and a trained teacher's superbly designed program determined by the child' s performance. RR children have to make faster progress than their classmates; this rate of progress is referred to as acceleration in RR. The goal of the teaching in RR is to assist the child to learn and use effective strategies for reading and writing text. The highest value is set on independent, strategic responding. The year-long intensive training of RR teachers enhances their ability to make highly skilled, informed decisions throughout each lesson.
IV. Schoolwide reform strategies must address the needs of all children in the school, but particularly the needs of children in target populations of any program in the schoolwide program. The strategies must address how the school will determine if the needs of the children have been met. Children in the targeted populations may receive the following services: a. counseling, pupil mentoring services; b. college and career preparation; c. transition from school to work; and d. gender equitable methods and practices.	IV. Reading Recovery is not intended to meet the needs of all children in a school. Schools should provide a good curriculum for literacy learning in the early grades for all children. RR is an intervention for children who are being left behind by their classmates, even with the sound classroom programs in the school. Therefore, RR children are a target population. The goal is to bring these children back into the average band of achievement in a very short time. The assessment of children in RR provides clear documentation of whether or not the needs of this target population have been met. The Observation Survey (Clay, 1993) is administered upon entry to RR and at the completion of the child's program. The Survey is also administered to a random sample population of the site or the state, providing a means of comparing scores of RR children to an average band of achievement by their classroom peers. Daily and weekly records are maintained for each RR child, providing the teacher with ongoing information about the child' s literacy performance. These detailed observation records enable the teacher to make decisions that foster the child's rapid acceleration through the program.
V. Schoolwide reform strategies must be consistent with, and designed to implement, state and local improvement plans approved in GOALS 2000.	V. Reading Recovery relates to the priorities of GOALS 2000 in three areas: preparedness for academic achievement, professional development, and accelerated content.

III. Provision for Highly Qualified Staff

RESEARCH BASE: High expectations in orderly environments

Classrooms promote reading achievement if teachers use structured methods, are methodical, reflective, and collaborative, with a well-developed knowledge of theories and practices of language learning – usually acquired through participation in professional development programs. Teachers have high expectations of students and are highly regarded by principals and other staff. They do not necessarily use the latest methods, but are willing to try new ideas and adapt. The school environments are characterized by stability, routine, and orderliness. Principals are accomplished managers of their schools, although leadership styles differ (Rowe, 1991).

Catherine Snow (1991), Harvard researcher studying the complementary relationship between home and school, found that children from even very low literacy homes can make achievement gains if they have consistent and strong classroom experiences. Excellent classrooms can compensate for low literacy home situations if the children have at least 3 years experience in excellent classrooms. When provided excellent classroom experience for 3 years, students from low literacy homes were able to establish patterns of successful reading and writing achievement. Equally as powerful were the negative effects recorded by observers who noted that children from high literacy homes declined in reading achievement when exposed to negative instructional environments over time.

What are the qualities that Snow found in an excellent classroom? The following scale was used by observers in her research and lists negative, neutral, and positive qualities in 3 areas crucial to student achievement: Instruction, Emotional Climate, and Literacy Environment. In order to be considered an "excellent" classroom, positive indicators were needed in all three areas.

Classroom environment ratings by observers

Rating	Description
Instruction	
1. Negative	Chaotic and/or rigid. Heavy emphasis on discipline (not always effective). Little or boring instruction.
2. Neutral	Some direct instruction. Children lack stimulating constructive activity. Some routines in classroom.
3. Positive	Interactive instruction, children have routines, classroom is orderly in a positive manner. May include open classroom or traditional format. Most children seem challenged and involved.
Emotional climate	
1. Negative	Lots of reprimands. Inconsistent teacher signals. Evidence of anxiety among children. Ridicule of individual children by teacher in front of whole class.
2. Neutral	Calm, not much teacher-student exchange.
3. Positive	Supportive, friendly, encouraging. A lot of constructive teacher-student exchange.
Literacy environment	
1. Impoverished	Lack of variety of reading materials. Infrequent library visits. Teacher does not carry out reading activities appropriate to child's reading level. Physical environment bleak and lacking displays of student work.
2. Average	Standard instruction, following a basal text. Some variety in reading materials. Some library visits.
3. Enriched	Variety of reading materials (trade books and basal readers). Frequent library visits. Stimulating activities, e.g., doing word meaning exercises, vocabulary, writing (creative and expository). Teacher asks many inferential questions of students. Physical environment includes displays of student work.

Unfulfilled Expectations: Home and School Influences on Literacy, Catherine E. Snow, Harvard University Press, 1991, pp 159

How Can Classroom Teachers Support At-Risk Children and Still Juggle the Rest of the Classroom?

Seeking TARGET Students

Paying special attention to the progress of a few students in the class during each grading period is a manageable focus for classroom teachers. The process of selecting TARGET students for each 6-8 week grading period is one way of keeping the focus on who needs support. The excerpted procedure from Project REACH, Sacramento, California suggests a ten minute system for finding TARGET students who need to be the focus for reading achievement. Most teachers are doing good things in teaching reading and writing. This process helps to check whether or not teaching is making a difference for TARGET students.

NOTE: The following procedure is not to be confused with selection for Reading Recovery. This suggestion is for classrooms.

Finding and Following TARGET Students

1. Using your class roster as a checklist, write the name of your best reader at the top of a second sheet of paper.
2. Next, write the name of your lowest reader at the bottom of the second sheet.
3. Continue until all names have been transferred to the second page.
4. On this new list, locate the name of the student who is the lowest reader that can still read the regular classroom material with little teacher support. Draw a line under that student's name.
5. All the students below the line are TARGET students. Concentrate on using only the most powerful reading instruction in order to raise their reading level.
6. Focus on the 2-3 students whose names are just below the line, so you will experience immediate success and begin moving students above the line. Continue this process.

RESEARCH BASE: Professional development that promotes enthusiastic teaching

IV. Provision for Professional Development

High literacy achievement is fostered by effective teachers who are willing to organize and participate frequently in professional development programs. Teachers' participation in professional development programs had significant, positive effects (++++) on their professional self-perception (i.e., Energy/Enthusiasm) which, in turn, had strong, positive influences on students' attitudes toward reading, attentiveness in the classroom, and on their reading achievement (Rowe, 1995).

Schematic explanatory model showing effects among student level and teacher level factors. (Rowe)

What is the average per teacher expenditure for professional development in your district?

Does the professional development 'menu' enable teachers to reach the hard-to-teach child?

Extended training and hands-on demonstration during professional development provide tools to help teachers consistently and successfully teach at-risk children.

PROFESSIONAL DEVELOPMENT POLICY TITLE I

- tie to State Content
- offer flexible meetings
- tie to Performance Standards
- design for positive impact on students *
- reflect effective research*
- develop with teacher participation*
- contribute to continuous improvement*

* National Staff Development Council Standards for Professional Development, see bibliography for more information.

Staff development is a valuable resource in schoolwide projects.

Maximizing this resource is often the result of focusing staff development on project goals and structuring intentional sharing of new information across an entire staff.

The standards for high quality staff development published by the National Staff Development Council may be useful for designing or choosing high quality experiences which will support a successful schoolwide project.

Professional Development in Reading Recovery®

INITIAL TRAINING AND COACHING

Reading Recovery teachers are engaged in a year-long professional development program followed by continuing contact sessions in subsequent years. No time is lost in service to children because teachers begin working with children as they begin their own training. During the training year RR teachers meet regularly in in-service sessions at a facility equipped with a special viewing mirror that enables the class to observe lessons, talking and analyzing as they observe. Reflective discussions follow in which the trained teacher leader guides the discussion, raises challenging questions, and uses the observed behaviors of the children and teachers to extend and consolidate teachers' understanding of reading processes and Reading Recovery procedures. The teacher leader also makes on-site visits to support the teaching and the implementation of the program in the school.

CONTINUING CONTACT AND COACHING

Following the training year, Reading Recovery teachers continue to meet regularly to view demonstration lessons and discuss new insights about teaching and learning. Teacher leaders continue to provide support for the continuous learning process.

Pinnell (1994) offers the following summary of the Reading Recovery model of professional development:

The Reading Recovery model provides: (a) an activity structure that builds strong content knowledge, (b) observation of phenomena important to participants and which they encounter daily in their work, (c) guidance from an expert, (d) daily work of an investigative nature, (e) careful records to guide investigation, (f) case examples for the group to consider, (g) a group of professional colleagues who work together over time, and (h) recognition of the central role of language in learning. Teachers who are at the same time learners construct a language to talk with each other about their work and to create a learning community. These characteristics of Reading Recovery could be the foundation of new models for educating and nurturing our nation's teachers. (p. 19)

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V. Strategies For Increasing Parental Involvement

RESEARCH BASE: Close links between school and community

In schools with increased levels of literacy achievement there are close links between the school and community and sustained efforts by schools to involve as many parents as possible, mostly through use of deliberate strategies. All schools have programs for parent participation at the lower grade levels. Some have programs for *parents* to read with their children. **Parent programs were most successful in supporting reading achievement if they resulted in increased reading in the home (+++).** From this activity, attitudes, attention and achievement are improved. (Rowe, 1995)

Schematic structural equation model showing the effects of home background factors on reading achievement, mediated by attitudes towards Reading and Rote Learning in the classroom. (Rowe)

Some examples of prompting reading activity at home through parent progams include:

- inexpensive "Keep Books" collections for young readers (see Bibliography for address)
- monthly library theme nights for community and/or school libraries
- book bag programs with rotating collections of books for at home reading

PARENTAL INVOLVEMENT POLICY TITLE 1

- hold annual meeting
- provide assessment results
- provide training
- offer flexible meetings
- provide opportunities for LEP/disabled parents
- develop school-parent compacts

Schoolwide Plans and Parent Initiatives

K-6 LITERACY SCHOOLWIDE OUTLINE

Mission

To ensure that every single child - by name - learns to read at grade level by grade three, no matter what.

5 Elements Of This Schoolwide Plan

Role of the School Community to Promote Literacy Events.

Effective Core Literacy Program by Reading Across the Curriculum

Appropriate Safety Net Strategies; Intervention and Accelerated Learning

Continuing Professional Development for all Teachers

Home / School Partnerships That Promote Reading Behavior

(see page 12 for SCHOOLWIDE PROJECT NEEDS AND OUTCOMES based on REACH model)

Parent initiatives need to be connected to the larger goals of a schoolwide effort to promote literacy. Too often parental involvement is sought to merely stage an event or one-time effort. The effective home / school partnership is one which is on-going and supports the achievement goals of the entire school.

This outline illustrates a schoolwide plan that uses its parent component to support the overall goal of literacy achievement.

Using all components of a schoolwide plan towards a major focus - like literacy - allows efficient budgeting of time and money for ***measurable*** improvement.

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RESEARCH BASE
The importance of reading expressed in organization, staffing and expenditures

VI. Plans to Facilitate the Transition from Preschool to Elementary School

Literacy in Classrooms - -Good First Teaching for All Children
Preschool, kindergarten, and primary classroom programs provide massive opportunities for children to use and learn about reading and writing. Classroom work includes skilled teaching in small and whole group settings as well as independent work. Additional help is provided within classrooms for children who need extra support and more adult contact for a variety of reasons. Children are carefully observed and systematically assessed in order to assure success for every child by providing the appropriate support.

Reading Recovery*
For the lowest achieving children, individual teaching is provided by Reading Recovery, a powerful intervention that involves the child in reading and writing, with instruction by a specially trained teacher. Reading Recovery is provided to the child during first grade, after approximately one year of schooling.

These six characteristics of effective literacy environments are evident in age appropriate applications in various settings.

6 CHARACTERISTICS OF EFFECTIVE EARLY LITERACY ENVIRONMENTS K-2

		LITERACY IN CLASSROOMS	READING RECOVERY
1	**Children read large quantities of appropriately selected texts daily.**	In kindergarten, children read many easy books with supportive pictures and captions. In grades 1-2, children independently read many easy books every day. As they gain competence, they read more complex texts. Program goals are directed toward independent, strategic reading of a wide variety of texts.	In a one-to-one setting with a specially trained teacher, children read approximately 4-7 books daily. Text selection is based on a detailed knowledge of the individual child's strengths and skills. During reading, the teacher interacts with the child in a way that supports the development of reading strategies, with the goal of incorporedence and acceleration.
2	**Children reread familiar materials to promote fluency.**	In kindergarten, children reread books that they have experienced in enlarged form or those that have been shared several times in the group. Through experience with known texts, they develop early concepts about how reading works. Opportunities for rereading also include charts and class made books. In grades 1 and 2, children read and reread texts, supporting fluent, and phrased reading.	Children begin individual lessons by rereading several familiar books. Rereading encourages confidence and fluency, and provides practice in bringing reading behaviors together. Familiar reading also allows the reader to discover new things about print.
3	**Children read materials at an instructional level to promote strategic problem-solving.**	In kindergarten, teachers involve children in reading enlarged texts with specific teaching of early reading behaviors. Children move into small group reading of easy texts with strong teacher support for the development of problem-solving skills. In grades 1 and 2, children are involved in small group guided reading lessons. The teacher selects texts at the instructional level for the group, introduces them, and dialogues with children during the reading of the book, to support comprehension, the use of letter-sound relationships, and language knowledge.	Each day a new text is selected that specifically matches the strengths and needs of the individual child and this text is introduced in a way that helps the child read the text as independently as possible. Through problem-solving new, more difficult texts, with expert and immediate support, children build effective problem-solving strategies.
4	**Teacher/child dialogue focuses on strategic problem solving, with children learning and using specific knowledge of words, letters and sounds to actively process and understand text.**	In kindergarten, during various reading and writing experiences, teachers engage children in conversation designed to direct their attention to print and to using predicting and confirming behaviors. Teachers help them use words, letters, and sounds to process and/or create text. In grades 1 and 2, children learn from a variety of increasingly complex reading and writing activities. Teachers engage children in conversations with the focus on using sources of information while reading or writing text. Teachers create specific systematically applied activities to support learning about letters, sounds, and word analysis.	In individual lessons, teachers demonstrate and draw children's attention to ways of word solving. Teacher-child talk focuses on processes for integrating information. Teaching of specific items (letters, sounds, and words) is provided for the purpose of developing an effective set of problem solving strategies that can be used again and again.
5	**Children write daily and have opportunities to connect writing and reading.**	In kindergarten, the teacher models reading and involves groups of children in shared literacy writing activities. This transfers to individual writing. Teachers use writing to help children develop knowledge of visual aspects of print, letter sound relationships, conceptual, and relationships between oral and written language. Writing is reread many times. In grades 1 and 2, children engage in shared and interactive writing, learning more complex concepts. Links between reading and writing strategies are explicitly stressed. Many opportunities are available for independent writing.	With individual support from a trained teacher, every day the child writes a 1-2 sentence story. Teacher-child dialogue focuses on promoting phonological awareness of sounds in words and learning how words work. A cut-up sentence promotes visual attention to print and allows the child to use specific reading strategies in reassembling the sentence.
6	**Teachers observe children during reading and writing events and build instructional conversations according to the needs of the children.**	In kindergarten and grades 1 and 2, teachers use multiple ways of assessing children's progress: collecting writing samples, taking running records of reading behavior, and systematically recording observations indicating progress. These observations assist teachers in selecting texts and planning appropriate learning activities. Portfolios are used to collect assessments that chart ongoing progress. Teachers use this information to flexibly group children for reading and to guide instructional interactions.	Teachers have a standard, systematic way of recording children's progress daily. The assessment system includes taking running records of reading behavior as well as assessments of writing. Assessment records are analyzed each day to inform instruction and to document acceleration.

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VII. Measures for Including Greater Teacher Input for Assessment

RESEARCH BASE: Established procedures for early detection and intervention

How Can Each Student Make Adequate Yearly Progress Toward Achievement?

Don't be misled by the achievement assumption; take note of the kids. Educators have assumed that if children are normal learners and they attend class where reading is being taught, then they will learn to read. This assumption has led to a system in which many children slip into a pattern of failure and no one is responsible for turning that pattern around. Looking at averages and group scores alone will not be sufficient if the goal is to have a school full of achievers. Average and group scores are helpful for large districts (and test producers) to ascertain broad conclusions, but these scores are the least helpful for daily decision making.

Planning Adequate Yearly Progress Toward Statewide Achievement Levels

Statewide assessments call for student achievement measures in grades 3-5. Beginning with kindergarten, the plotting of assessment needs a purpose and focus. Each school will have its own variety of assessment tools used throughout reading and math programs: state frameworks, district assesments, unit tests, teacher made tests and projects, etc. It is important to inventory the assessment required at each grade level and determine at least three measures which can indicate the adequate yearly progress of students toward literacy success.

Recording Adequate Yearly Progress Toward Statewide Achievement Levels

Decide on benchmarks for accomplishment. Grade level averages are a good place to begin benchmarks. For example, what is the grade level average for all 1st graders on unit tests in reading? Assume that it is 80. Then 80 becomes the desired benchmark for students in 1st grade. Graph an 80 benchmark. When considering TARGET children, compare their progress to these desired levels in three areas at least every two months.

Reading Recovery teachers maintain daily and weekly records of children's progress on literacy tasks. The Observation Survey (Clay, 1993) provides pre- and post- data on literacy tasks for children served by Reading Recovery.

KINDERGARTEN:

Observation Survey(Clay, 1993)
Teacher recommendation
Language and numeracy indicators from local curriculum

FIRST GRADE:

Observation Survey (Clay, 1993)
Unit scores and daily work
Number of books read
Journal & writing entries

SECOND GRADE:

Observation Survey (Clay, 1993)
Standardized tests
Unit tests & daily grades
Journal & writing entries
Number of books read

THIRD GRADE:

Standardized tests
Unit tests & daily grades
Journal & writing entries
State assessments
Number of books read

This stair step chart is designed to summarize progress over time. It includes examples of assessment information selected at each grade level to help determine the "adequate yearly progress" of each student.

An Observation of Early Literacy Achievement (Clay, 1993)

The *Observation Survey*, is comprised of 6 literacy tasks. The tasks have the qualities of sound assessment instruments with reliabilities and validities and discrimination indices established in research studies. "No task is satisfactory on it own. Reducing the scope of our observations increases the risk that we will make erroneous interpretations." (Clay, 1993, p. 20).

Clay (1993) suggests that the Survey is for (a) classroom teachers seeking to be careful observers of young children as they learn to read and write, (b) teachers who work individually with children having temporary literacy difficulties, (c) administrators who want accounts of individual progress of children across time, (d) preservice teachers who are training to be observers of learners, and (e) researchers probing children's literacy learning.

The *Survey* is based on the notion of controlled, systematic observation, when a teacher sets aside time from teaching to become a neutral observer of children and to objectively record exactly what a child does on a particular task. Training is considered important for teachers who attempt to use and interpret the observation task data.

Letter Identification:	To find out what letters the child knows (noting any preferred mode of identification and confusions)
Word Test:	To find out whether the child is building up a personal resource of reading vocabulary
Concepts About Print:	To find out what the child has learned about the way spoken language is put into print
Writing Vocabulary:	To find out whether the child is building a personal resource of words that are known and can be written in every detail
Hearing and Recording Sounds in Words (Dictation Task):	To assess phonemic awareness; how well the child represents the sounds (phonemes) by letters (graphemes) and clusters of phonemes by clusters of letters
Text Reading:	To determine an appropriate level of text difficulty for the child, and to record (using a running record) what the child does when reading continuous text

How Does Reading Recovery® Fit Into a Schoolwide Plan?

Every Reading Recovery trained professional provides both tutorial and instructional service to the school, providing successful intervention to the hardest-to-teach children.

Reading Recovery®

Reading Recovery is designed to move the lowest achievers in the first grade to functioning levels of independence in their first grade class.This service is a crucial part of a successful schoolwide project because it can provide a safety net before a pattern of failure is established. Reading Recovery is cost effective at the critical early stage because it provides the momentum for future success and is selectively applied in a portion of the teaching day. Reading Recovery trained professionals can provide a strong early intervention component to strengthen a schoolwide effort for literacy.

The development of schoolwide projects allows for a concerted look at the role of Reading Recovery services as an instructional intervention component of the schoolwide plan. The instructional services provided by trained Reading Recovery personnel to other children in the school offer other important instructional components of the successful schoolwide plan.

Class Instruction or Group Instruction

The professionals who provide Reading Recovery service in a schoolwide project are available for the remainder of the school day to provide other servies to students in the school. In some schools, the Reading Recovery trained professional is a classroom teacher for the remainder of the school day. In other schools, the trained Reading Recovery teachers support the classroom teachers in providing services to small groups of children. In some schools, these teachers are available to support classroom teachers in their work with children at other grade levels. The schoolwide planning team considers the local needs and designs appropriate arrangements for the school within the "Guidelines and Standards" for Reading Recovery service to children.

Assessment for "Adequate Yearly Progress"

The current reauthorization of Title 1 calls for assessment which measures the 'adequate yearly progress' of students toward the goal of proficiency on statewide assessments. For each student served by RR, the *Observation Survey* (Clay, 1993) provides pre- and post- data on a six-point literacy profile.

Because the *Observation Survey* was designed for classroom teachers, many schools use it as a way to measure progress of children in K-1 classrooms. This means of assessment provides reliable and valid information about the literacy performance of young children. (See information about the *Observation Survey* on page 9)

How Do Most Sites Fund Reading Recovery®?

Most implementation sites use a certified teacher funded with local dollars, Title I funding, state compensatory funding, or desegregation funding to implement Reading Recovery (RR) and other instructional services. For most sites, the district wants to implement Reading Recovery using these existing monies and often adjusts the instructional program to accommodate the shift. Most implementation sites "buy" the time it takes to provide tutorial instruction in one of these ways:

1. Combining Teacher Assistant positions to create funding for a certified teacher (2.5 to 1 ratio is about average). This certified teacher provides the RR tutorial to at-risk first graders and instruction to groups or classrooms the rest of the instructional day.

2. Providing a certified teacher to teach a portion of the first grade classroom teacher's day while the trained classroom teacher provides RR tutorial to at-risk first graders.

3. Reconfiguring schedules of certified personnel to cover the instructional needs of the classroom while a trained classroom teacher provides RR tutorial to at-risk first graders.

4. Dedicating the services of a Title I funded teacher to RR instruction for a portion of the day, then providing other Title I program components the rest of the day.

5. Using extended day funding for RR teaching.

6. Using part time certified staff (recently retired teachers, 1/2 day kindergarten,1/2 day LD or Special Education teacher, etc.) to provide RR to at-risk first graders.

(See pages 11-13 for more detailed sample plans)

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VIII. Strategies for Assisting Struggling Students

RESEARCH BASE: Well developed theories are exhibited by staff

Dependence on Failure Evident in School Structure

The historic remedies used to promote reading achievement for at risk populations have been ineffective. When children fall behind they have been

- retained for another year,
- referred to special education, or
- put in remedial programs that do not accelerate their performance.

All of these procedures have an element of waiting for failure. The student is eligible for service based on a demonstration of failure in the system. The actual experience of failure as a prerequisite for service is a self-defeating element in the instructional plan of primary grades. While no one is happy with this effect, our systemic programs are based on this margin of failure; teacher, paraprofessional and administrative jobs are dependent on the margin and experience of failure in many schools.

Intervention, Not Failure, As A Norm

Intervention, not failure, is needed as the norm for operating instructional systems in elementary schools. Intervention means that the school provides services designed to make each child, by name, successful at reaching standard levels of achievement from the very beginning of the school experience. The goal of success for the child is the determining factor for instructional service design.

The following sample schoolwide plans illustrate a comprehensive approach to promoting literacy. The outcomes are derived from the needs identified through needs assessment.

A SCHOOLWIDE PROJECT: NEEDS, OUTCOMES & BUDGET: SAMPLE #1

Need:
Although at-risk children are learning, there are not enough easy reading books for at-risk children to learn fluency and independence in reading. Children are easily frustrated with material that is too difficult.

Outcome #1:
Classrooms will be completely equipped with multiple types of literacy materials necessary for developing fluent, independent readers and writers who employ effective strategies.

Need:
Teachers are requesting training that helps them work effectively with hard to teach children so that retention and failure rates are reduced.

Outcome #2:
Teachers will build on the strengths of each student in a literacy rich environment and apply skills as teacher researchers.

Need:
There is a need to involve the parents of the hard to teach children in the education process.

Outcome #3:
Family members will be active participants in the student's education and support the skills necessary for literacy success.

Need:
Teachers want to have a campus support group and to know about schools that are having success with hard to teach children. They want to be able to visit other teachers and create an electronic network.

Outcome #4:
A networking system will be in place to provide support for teachers through regularly scheduled local support groups, cross-site visits and sharing, and electronic mail.

NOTE: Every school is unique. These elements reflect a composite picture and are not suggested as ideal components or as proposed expenditures.

Area	Outcome	Resources	Funds
Materials/ Access	#1.	Big Books for shared reading	$2,750.00
		Small books for guided reading	$5,225.00
		Small books independent reading	$3,500.00
		Magnetic letters, dry erase boards & sentence strip holders	$1,950.00
		Student production material (markers, binders, laminating film, colored paper, printer supplies, etc.)	$3,250.00
Training/ Retooling	#2.	Reading Recovery Teacher	$36,600.00
		Staff Development: Early Literacy Supportive classroom Conference (3-4 people)	$1,500.00
		Teacher professional books, videos, journals	$900.00
		Standardized reading tests	$675.00
		Observation Survey	$775.00
Home/ Community	#3.	Books to take home	$2,525.00
		Report card & newsletter	$300.00
		Books for parent library	$500.00
		Active parenting class (for 6)	$850.00
		Actor from Art Center -PTA	$150.00
Networking / Communication	#4.	Modem for E-mail	$200.00
		Phone line installation	$75.00
		Site visit to out-of- town sites (6)	$1,200.00
Total			$64,325.00

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A SCHOOLWIDE PROJECT: NEEDS, OUTCOMES & BUDGET: SAMPLE #2

based on REACH MODEL, California Department of Education

Need:
To have a focus on literacy and reading and writing achievement in a concerted way in the school. Since the obstacles go beyond school, it will take a concerted effort, especially with the most at-risk children, to ensure success.

Outcome #1:
The entire school community- administrators, faculty, paraprofessionals, classified staff, parents, business, retirement community- must be engaged to support the grade level or better reading and writing achievement of every child.

Need:
To have a consistently strong core reading program that provides strong literate environments in every classroom.

Outcome #2:
To have classrooms characterized by good first teaching including developmental and process approaches to writing, literature and increased reading time, and the integration of the four language arts in student-centered activities.

Need:
Many students come to school with fewer literacy experiences than their peers. They need an accelerated intervention to prevent them from falling behind or to catch them up to grade level.

Outcome #3:
To have intervention strategies for K-3 including early literacy groups for K, Reading Recovery for 1st grade, groups and cross age tutoring for 2nd & 3rd grade. The staff will create a way to monitor and follow up on the target students in each class.

Need:
Professional development is fragmented in the school. There is no on-going coaching to help the staff be successful with hard-to-teach children. The staff has expressed the need for demonstration lessons, not simply presentations on ideas.

Outcome #4:
To have research-based, continuing staff development, especially on behalf of children having the greatest difficulty developing grade appropriate skills. This professional development requires new information, the chance to practice and reflect, opportunities for collegial support and the frequent review of student achievement.

Need:
There is a need to involve parents, particularly of target students, in the literacy development of the children both in the home environment and by participating with the school.

Outcome #5:
To improve in four areas of home/school partnership: helping parents create literate environments at home, promoting high quality verbal interaction between parents and children, supporting parents as models of literacy behaviors, and training parents to work effectively with homework and community library use.

Area	Outcome	Resources	Funds
Role of the School Community	#1	Intergenerational Reading-Retirees	$500.00
		Visiting Author Program	$1,200.00
		Monthly library theme- Tues./Thur.	$ 100.00
Effective Core Literacy Program	#2	Student writing materials	$2,000.00
		Printers for classroom use	$2,000.00
		Books for guided reading (grades 2-5)	$5,600.00
		1 FTE support teacher (grades 3-5) in class support for writing instruction.	$36,400.00
Appropriate Safety Net Strategies	#3	2 half-day Reading Recovery teachers (1 FTE)	$36,400.00
		2 half-day K-3 support group teachers (1 FTE)	$36,400.00
		Cross age tutoring	$300.00
Continuing Professional Development	#4	Teacher professional books	$1,000.00
		Early Literacy Class for K-2 teachers	$10,500.00
		ESL, LEP demonstrator	$500.00
		Consultant/coach X 5 visits	$5,500.00
		School visits and demonstration	$1,200.00
		Reading Recovery Training (2)	$8,000.00
Home/School Partnerships	#5	Paraprofessional, parent educator	$12,000.00
		Parent workshop on verbal styles	$400.00
		Saturday University (4 times)	$2,000.00
		Consultant fees	$1,000.00
Total			$163,000.00

Time Block	Service	Instruction	Days/weeks	Total served
8:30 - 11:00	Reading Recovery	1:1 with discontinuing	30 minutes daily for RR children (12-20 weeks est.)	8+
Time Block	**Service**	**Instruction**	**Days/weeks**	**Total served**
11:15 -11:45	Reading Recovery	1:1 with discontinuing	30 min daily for 12-20 weeks	2+
	OR			
These groups change across the school year	2nd grade group (transition support to new grade level)	2 groups @ 5 per group	30 min. 2-3 days a week for first 8 weeks of school	10
	3rd grade group (transition support to new grade level)	2 groups @ 5 per group	30 min. 2 or 3 days a week for the second 8 weeks of school	10
	K emergent literacy group	1 group @ 5 per group	30 minutes daily for first 12-15 weeks	5
Time Block	**Service**	**Instruction**	**Days/weeks**	**Total served**
(1) Literature Plus 12:30 - 1:30 (2) Core Literacy Support 12:45-2:25	Classroom Small groups	Classroom teacher 3 groups @ 5 per group (with turnover)	1 hours daily 45 minutes daily (weeks as needed)	25+ 20

**The Reading Recovery trained teacher provides tutorial and other instructional service to 15 - 55+ children.*

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ALTERNATE WAYS OF FUNDING READING RECOVERY® IN A SCHOOLWIDE PLAN

A. 1 TITLE I SALARY

FUNDING SOURCE	Title I (portion of day)	Title I (portion of day)	
SERVICE DESIGN	RR Tutorial	Title I Instructional service: Small groups K-3 In class support K-3 Computer instruction K-6	Provides certified & specially trained Title I teacher to work with hard-to-teach children throughout the school.

B. 1 LOCAL SALARY + 2.5 HRS ADDITIONAL TIME FROM TITLE I

FUNDING SOURCE	Local Funding (2.5 hrs.)	Local Funding (4.5 hrs.)	Title I or Special Funding (2.5 hrs.)
SERVICE DESIGN	RR Tutorial (2.5 hrs.) (while Title I teacher is in classroom - see Column 3)	First grade teacher (4.5 hrs.)	Part time, certified, content teacher. Teacher teaches math & social studies to the class while the RR trained classroom teacher is providing tutorial support for at-risk first graders.

C. 1/2 DAY KINDERGARTEN LOCAL SALARY + 1/2 DAY TITLE I OR LOCAL FUNDS

FUNDING SOURCE	Title I or local funding (1/2 day)	Local Funding (1/2 day)	
SERVICE DESIGN	RR Tutorial	1/2 day Kindergarten teacher or 1/2 day Special Education teacher	Many districts with 1/2 day kindergarten programs provide early intervention emphasis through this model. Special education teachers with RR training are especially effective with LD children.

D. SHARED CLASSROOM: 2 SALARIES (LOCAL, TITLE I or COMBINATION)

FUNDING SOURCE	Title I or local funding (portion of day)	Title I or local funding (portion of day)	Title I or Local funding (Classroom time X 2)
SERVICE DESIGN	RR Tutorial for teacher A	RR Tutorial for teacher B	Teachers A & B share a classroom, each taking turns a portion of the day to work with at-risk first graders in tutorial setting. The first grade class is taught by teacher A & teacher B throughout the day.

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16

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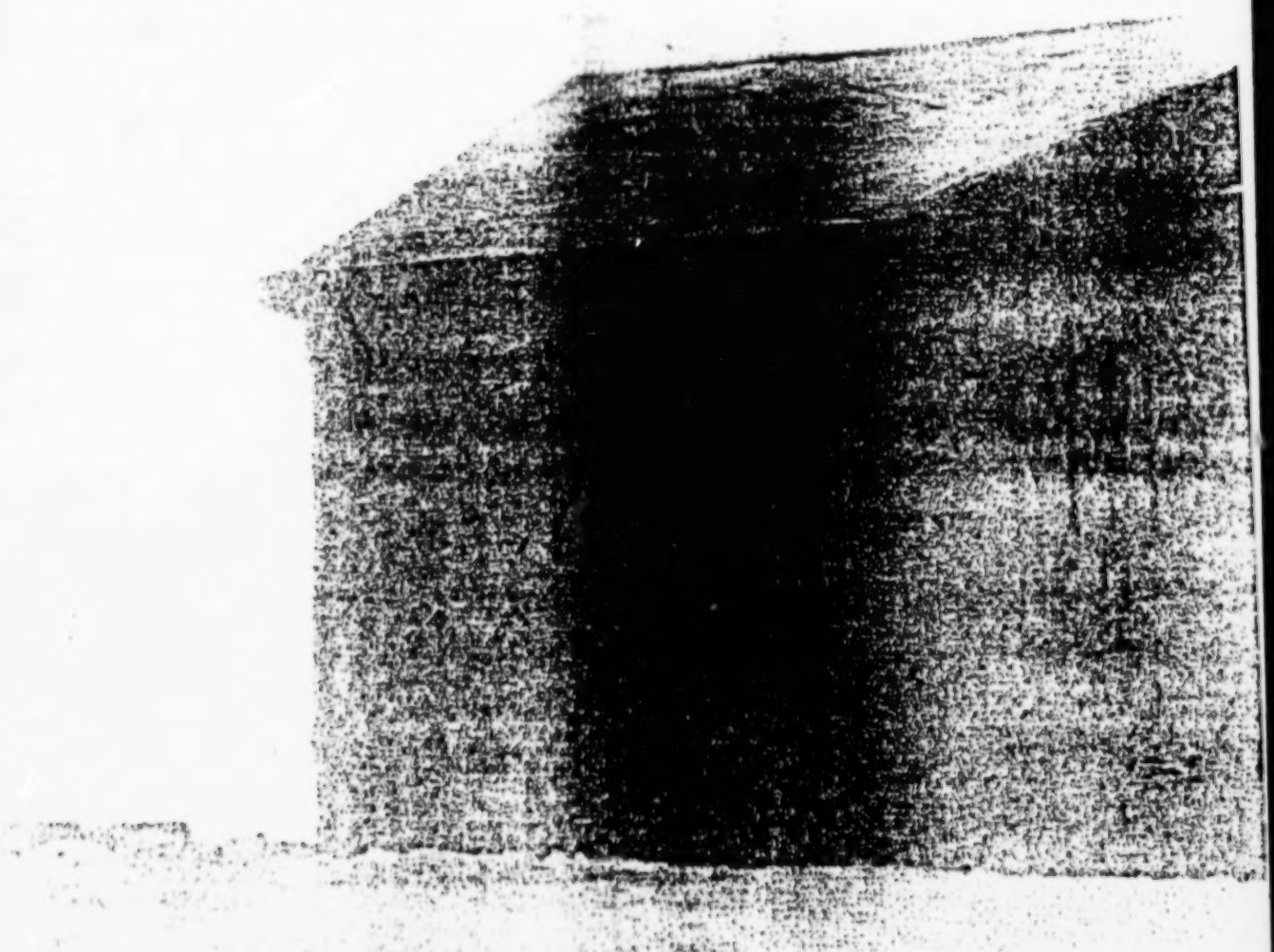
National Staff Development Council, Oxford, OH: 800-727-7288.

READING RECOVERY® COUNCIL OF NORTH AMERICA

Why Implement Reading Recovery®?

Because it:

- Serves high-risk children and diminishes their numbers
- Is curriculum independent and provides equally for diverse populations
- Delivers a high level of teacher training without removing teachers from their work
- Provides built-in coaching and evaluation within the host district
- Ties program evaluation, teacher evaluation, and training evaluation directly to student performance
- Involves cooperation between the university, state, and school levels of education
- Enables teachers to be accountable observers of children and consistent designers of curriculum



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